

Expectations and Outcomes

Grade Level/Course: Fourth Grade

Content Area: Physical Education

Unit Title	Guarantees
Standard 1	<ul style="list-style-type: none"> • Demonstrate the ability to <u>catch</u> various sized/shaped balls - follow ball with eyes to hands, appropriate hand positioning (high vs. low catch), controlling with hands, closing fingers around ball • Demonstrate the ability to <u>kick</u> a stationary ball at a target from various distances. • Demonstrate the ability to <u>punt</u> various types of balls towards a target from at least 20 yards away. • Demonstrate the ability to <u>throw</u> various sized/shaped balls stepping in opposition, aiming at target, follow through upon release. • Demonstrate the ability to <u>run</u> with controlled and appropriate body posture/position along a straight pathway, and variable pathways. • Demonstrate the ability to <u>jump</u> to various heights and distances, from stationary and movement starting positions, with appropriate landing. • Demonstrate the ability to <u>leap</u> with appropriate transfer from one foot to the other • Demonstrate the ability to <u>bounce</u> various sized balls with successful consecutive attempts while demonstrating the ability to dribble with dominant and opposite hand with appropriate control (fist pads, waist level, eyes up) while standing still, walking and running • Demonstrate the ability to <u>strike</u> (forehand and backhand) with various implements (racquets, paddles, etc.) at objects from stationary position and objects that are moving, while displaying proper grip of racquet by using “handshake” method with preferred hand • Demonstrate the ability to <u>strike</u> (underhand and overhand) objects (balls, balloons, beach balls) with hands. • Demonstrate the ability to <u>dodge</u>, or transferring weight from one direction to the other, in a side to side pattern or various.
Standard 2	<ul style="list-style-type: none"> • <u>Explain</u> the similarities between underhand throw, roll, and the underhand volleyball serve. • <u>Distinguish</u> between punting and kicking and describe the similarities and differences. • <u>Compare and contrast</u> dribbling a ball without a defender and with a defender.

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	<ul style="list-style-type: none"> • <u>Explain</u> the differences in manipulating an object whining using a long-handled implement and when using a short-handled implement. • <u>Identify</u> key body positions used for volleying a ball. • Explain the difference between offense and defense • 2. Describe ways to create more space between and offender and defender.
Standard 3	<ul style="list-style-type: none"> • <u>Chooses</u> to be physically active • <u>Monitors</u> his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled. • Chooses to participate in structured and purposeful activity for enjoyment and or health benefits. • <u>Sets goals</u> for a physically active lifestyle • <u>Identifies</u> one personal activity goal related to health benefits to increase physical activity. • <u>Develops</u> an awareness of school/community activity outside physical education class.
Standard 4	<ul style="list-style-type: none"> • <u>Participates</u> in selected activities that develop and maintain flexibility, cardiovascular endurance, muscular strengthening, muscular endurance, and body composition. • <u>Recognizes</u> that physiological responses to exercise are associated with their own levels of fitness. • <u>Identifies</u> body parts that are use in various physical activity • <u>Describes</u> the five health-related fitness components (cardiovascular fitness, muscle strength, muscle endurance, flexibility, body composition), what they measure, and at least one benefit of each. • <u>Maintains</u> heart rate within the target heart rate zone for a specified length of time during an aerobic activity. • Meets the age- and gender-specific health-related fitness standards. • <u>Identifies</u> his or her strengths and weaknesses based upon the results of an appropriate fitness test and sets goals to show improvement.
Standard 5	<ul style="list-style-type: none"> • <u>Accepts</u> the teacher’s decision regarding a personal rule infraction without displaying negative reactions toward others. • Takes responsibility for his or her own behavior problems without blaming others. • <u>Demonstrates</u> safe control of body and equipment • Respectfully follows class activity or game rules. • <u>Applies</u> a commitment to teamwork, ethics, and positive social interaction

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	<ul style="list-style-type: none"> • <u>Cooperates</u> with all class members by taking turns and sharing equipment. • <u>Participates</u> in a variety of team building activities. • <u>Works</u> productively with a partner to improve performance. • <u>Recognizes and appreciates</u> similar and different activity choices of peers. • Shows respect for the views of a peer during class discussion • Regularly <u>encourages</u> others and refrains from put-down statements.
Standard 6	<ul style="list-style-type: none"> • Applies intrinsic values to physical activity • Selects and practices a skill on which improvement is needed. • Develops a movement sequence that is personally interesting such as tumbling, jump rope, rhythms, or sports specific play. • Demonstrates positive social interaction as a benefit of physical activity • Interacts with others by helping with their physical activity challenges